

Ms. Horowitz is currently the president of NYSABA and was the recipient of the 2000 NYSABA Award of Excellence for her dedication to applied behavior analysis within New York state.

Mary E. McDonald, Ph.D., BCBA Dr. McDonald is currently the associate executive director of Long Island services for Eden II Programs. She has more than 15 years' experience working with children with autism utilizing the principles of applied behavior analysis. She completed a Ph.D. in learning theory at the CUNY Graduate Center and is a board certified behavior analyst. Dr. McDonald served as the director of The Genesis School since its inception in 1995. She directs The Eden II Outreach Program in which she presents numerous topics in the area of autism and oversees consultation services for inclusion students in local school districts. Dr. McDonald has also worked in early intervention programs providing supervision, training and consultation for almost 10 years. She participates on a number of advisory boards and committees that serve individuals with autism and is currently the chair of the Peer Review Committee for NSSA. In addition, she is an adjunct lecturer at C.W. Post and Hofstra University. She presents at local and national conferences on topics related to autism and applied behavior analysis.

Linda S. Meyer, Ed.D., MPA Dr. Meyer is a consultant in private practice. She is the co-founder of the Alpine Learning Group, Inc., and served as its executive director from 1989 to July 2005. She currently serves on the professional advisory boards of several schools and agencies serving individuals with autism. Dr. Meyer has presented at regional, national, and international conferences and authored articles and book chapters on various autism and nonprofit organizational management topics. She has taught doctoral and master's level students in education and clinical psychology programs.

Sharon Reeve, Ph.D., BCBA Dr. Reeve is assistant professor of education at Caldwell College in New Jersey. She has extensive clinical and research experience in the area of autism intervention, with an emphasis on stimulus control and developing social skills in children with autism. She has authored a book and several articles in professional journals and presented at local, national, and international conferences.

Erin Sparacio M.S.Ed., SAS Ms. Sparacio is currently the director of educational and vocational services for The Genesis School. She has more than 10 years' experience working with children with autism utilizing the principles of applied behavior analysis. She received a master's degree in special education with a concentration in autism from C.W. Post and holds an SAS and SDA from The College of St. Rose. Ms. Sparacio provides consultation to families and local school districts on Long Island. She currently participates on a number of committees dedicated to serving individuals with autism. She presents at both local and national conferences on topics related to autism and applied behavior analysis. Her current research interests focus on the use of schedules to increase recreation and leisure skills for adolescents with autism and the use of video modeling to teach vocational skills.

Nicole Weidenbaum, M.S., SAS Ms. Weidenbaum is the executive director of NSSA. She earned a master's degree from C.W. Post's C.A.S.E. Program (Competencies in Autism and Special Education) and is a certified special education teacher. Ms. Weidenbaum received her certification in school administration and supervision from Columbia University, where she is currently a doctoral candidate in the department of behavioral analysis and disorders. She began her career as a teacher at NSSA and, in addition, has many years of experience providing consultation services and training in Long Island school districts for their inclusion programs and self-contained classrooms.

REGISTRATION INFORMATION

Autism Conference

Please respond by **October 27, 2005**. Make checks payable to **Hofstra University**, and mail registration form and fee to:

Jane M. Goldman, Senior Assistant Dean • School of Education and Allied Human Services
120 Hagedorn Hall • 119 Hofstra University • Hempstead, NY 11549-1190 • Phone: (516) 463-5750 • Fax (516) 463-4370

The conference fee of \$100 includes a continental breakfast and buffet lunch.

Workshop Registration Form: In-service course credit, with school district approval. Please make checks payable to Hofstra University. District purchase orders are accepted. For Visa or MasterCard payment, please contact the Office of Field Services at (516) 463-5750. (Fees include conference, materials, continental breakfast and lunch.) "Fees are nonrefundable, unless cancellation is received 48 hours prior to conference."

Name _____ Address _____

City _____ State _____ Zip _____ E-mail _____

Phone (Day) _____ (Evening) _____ Affiliation _____

Some workshops have limited space. Early registration is highly recommended.

Session I choice: 1 2 3 4 (circle one) Session II choice: 5 6 7 8 (circle one)

Directions to Hofstra University's Sondra and David S. Mack Student Center, North Campus

By car: Meadowbrook Parkway to exit M4 – Hempstead Turnpike. Proceed west on Hempstead Turnpike to the third traffic light; turn right onto the North Campus (just before the second pedestrian bridge that crosses Hempstead Turnpike). The Student Center is on your left; parking is just beyond the Student Center.

By train: Take the Long Island Rail Road from Pennsylvania Station to Hempstead Station. There is a blue Hofstra University shuttle bus that leaves from the station on the hour and half hour. Please call the LIRR for convenient trains, allowing time for connections.

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HOFSTRA UNIVERSITY™

School of Education and Allied Human Services

presents a
A ONE-DAY CONFERENCE

Students with Autism: A focus on education, socialization and inclusion

Friday, November 4, 2005

8 a.m. to 3:30 p.m.

Multipurpose Room

Sondra and David S. Mack Student Center, North Campus

A CONFERENCE FOR:

Educators, psychologists, specialty area teachers, parents and anyone that has an interest in the treatment of autism spectrum disorder.

Registration is limited and pre-registration is necessary.

Why You Should Attend This Conference:

Individuals affected by autism spectrum disorder (ASD) display a varying range of strengths and skill deficits in the areas of academic, communication, social, and behavioral realms. Many students that benefit from less restrictive settings in inclusive environments require specific modifications and supports in order to achieve in positive and beneficial learning environments.

This conference will provide valuable information for developing comprehensive programs for individuals with ASD by utilizing scientifically validated information and drawing upon the expertise of an esteemed conference faculty.

AGENDA AND PROGRAM	
8-9 a.m.	Registration and Breakfast
9-10:30 a.m.	<p>Keynote Presentation Including a Child With ASD: Through the Years Linda Meyer, Ed.D., MPA</p> <p>Real inclusionary opportunities become available for individuals with autism when they benefit from and contribute to less restrictive settings. This presentation will address strategies leading toward successful integration across school, work, residential, and leisure environments.</p>
10:30-10:45 a.m.	Break
10:45 a.m.-12:30 p.m.	Breakout Session I

1. **Promoting Prosocial Behavior in Children With Autism**

Sharon Reeve, Ph.D., BCBA (Caldwell College)

Individuals with autism are typically severely impaired in their social development, particularly in their ability to engage in prosocial behavior. Prosocial behavior includes responses involved in helping, cooperating, sharing, care-giving, turn-taking, affection, empathy, and sympathy. Various instructional strategies involving adults and peers may be effectively used to teach children with autism to engage in prosocial behavior. These strategies, however, are not only effective for children with autism with a high level of skills, or with those who have a long history of intervention. Rather, such techniques are applicable across a broad range of skill levels along the autism spectrum. This presentation will describe several instructional strategies that may be used to teach children with autism to engage in helping, sharing, turn-taking, using polite language, and to engage in empathetic responses.

2. **Developing a Successful Inclusion Program for a Student With Autism**

Randy Horowitz, M.S.Ed., SAS (Eden II Programs)

This workshop will describe a model of supporting students on the autism spectrum in the least restrictive environment. Learning characteristics of children with autism will be described as they relate to implications for teaching. Particular attention will be paid to skill acquisition in the socialization and language domains. Strategies for the management of challenging behavior will be outlined. Roles and responsibilities of various members of the "inclusion team" will be presented in detail.

3. **Language and Social Skills Programming for Students With Asperger's Syndrome and High Functioning Autism**

Joanne Gerenser, Ph.D., CCC-SLP (Eden II Programs)

Students with Asperger's Syndrome demonstrate deficits in the areas of social skills, abstract language and non-verbal communication skills, including gestures and facial expressions. Although most students with AS demonstrate IQ scores within the range of normal, the social and learning deficits often greatly interfere with the inclusion of this population in general education. This workshop will provide an overview of the social and linguistic deficits present in AS and how these challenges impact the learner in a school setting. Programs to address these areas will be reviewed.

4. **Strategies for Promoting Advanced Social Language in Children With Autism**

Mary E. McDonald, Ph.D., BCBA (The Genesis School/Eden II)

There are many areas of socialization individuals with autism have great difficulty with, such as ending a conversation, listening to another conversation, obtaining information, and knowing how to join a conversation. This workshop will discuss a variety of innovative strategies that have been successful in improving social skills in individuals with ASD. Specific strategies will be discussed.

12:30-1:30 p.m.	Lunch
1:30-3:15 p.m.	Breakout Session 2

5. **Developing Friendships and Promoting a Positive Inclusion Experience**

Nicole Weidenbaum, M.S., SAS (NSSA)

The transition to, and success in, public school often present significant challenges to learners with ASD and to their support staff. For support staff, the issue is further complicated by the need to design individualized interventions and supports necessitated by the complex learning, social, and behavior demands of a public school environment. Social skills in particular are an area of difficulty for children with ASD. To this end, this workshop will focus on assisting students with ASD to navigate the complexities of developing friendships. In addition, issues related to teasing and bullying will be discussed. This workshop will provide an overview of some of the academic challenges encountered, along with recommendations for assessment and modifications for learners in inclusive public school settings.

6. **Managing Challenging Behavior in the Inclusion Setting**

Hannah Hoch, M.A., BCBA (The Genesis School/Eden II Programs)

This workshop will provide an overview of managing challenging behavior in inclusion settings. Methods of conducting functional behavioral assessments will be outlined and discussed, along with information regarding the development of effective behavior intervention plans. The workshop will conclude with a discussion of reinforcement-based behavioral interventions.

7. **Providing a Comprehensive Curriculum for Individuals With ASD: From Early Intervention Through Middle School**

Catherine Fallo, M.S.Ed., SAS, SDA (Personal Touch EIP)

Erin Sparacio, M.S.Ed., SAS, SDA (The Genesis School/Eden II)

It is often a challenge to develop curriculum for individuals with autism due to their diverse needs. There are essential life skills and core curriculum areas that must be focused on in order to provide effective programming and maximize their learning potential. Specific areas to be addressed include developing early intensive behavioral interventions for young children with autism through the development of functional skills, IFSP goal development through IEP goal development, curriculum-based assessments and developmental assessments. Participants will learn the components needed for a comprehensive core curriculum, as well as observe video footage of specific programs being targeted for intervention.

8. **The Effects of Educational Law on Including Individuals With ASD**

Matthew Delforte, Esq. (Schebitz, Berman and Cohen)

This workshop will highlight significant, substantive changes to the Individuals with Disabilities Education Act that resulted from its 2004 reauthorization by Congress. Areas of focus will include special education teacher qualification requirements, parental consent for evaluations versus consent for services, discipline of children with disabilities, and changes regarding attorney's fees.

About the Presenters

Matthew Delforte, Esq. Mr. Delforte is a partner at the New York firm Shebitz Berman & Cohen, P.C., where his practice is concentrated primarily on the areas of education, employment, labor and constitutional law. He represents public and private schools, as well as individuals, in all areas of education law. He focuses much of his practice on representing children with disabilities and the schools they attend, and has worked extensively on the creation and expansion of those schools as well. Mr. Delforte is a board member of a Long Island school for autism, and has served as both an adjunct professor and guest lecturer at Fordham University's Graduate School of Education, where he has taught education law.

Catherine E. Fallo, M.S.Ed., SAS, SDA Ms. Fallo is currently the executive director of ABA services for Personal-Touch Early Intervention Program. Personal-Touch provides center-based and home-based ABA services for children diagnosed with ASD in Queens, Westchester, Bronx, Manhattan and Nassau and Suffolk Counties. Ms. Fallo is a NYS Certified Special Educator with a master's degree in severe disabilities and holds certification in staff development, school administration & supervision (SAS), and school district administration (SDA). Previously, Ms. Fallo worked at the Eden II Programs for children with autism in their Genesis School, serving various roles. She continues to provide inclusion consultation for the Genesis School as well as several public school districts across Nassau and Suffolk Counties. For five years, Ms. Fallo served as the program director for the Autism Society Nassau Chapter of Parents As Partners Training Program via the Genesis School Facility.

Joanne Gerenser, Ph.D., CCC-SLP Dr. Gerenser is the executive director of the Eden II Programs, a set of programs serving children and adults with autism throughout New York City and Long Island. She is an adjunct associate professor at Brooklyn College as well as Penn State University. She is the past president of the New York State Association for Behavior Analysis and a member of the Scientific Advisory Council for the Organization for Autism Research. Dr. Gerenser is co-author of the interactive CD-ROM titled "Behavioral Programming for Children with Autism." She sits on the advisory boards of several schools and programs for individuals with autism throughout the United States and abroad. She is an associate editor for the *Journal of Speech and Language Pathology and Applied Behavior Analysis*. She received the Lifetime Achievement Award from the Nassau-Suffolk Autism Society, the Excellence in Behavior Analysis Award from the New York State Association for Behavior Analysis, as well as numerous other awards and recognition for her work with children and adults with autism.

Hannah Hoch, M.A., BCBA Ms. Hoch is currently the coordinator of behavioral services and research activities at The Genesis School for children with autism in Long Island. She is a board certified behavior analyst currently pursuing her doctorate in psychology at the Learning Processes Psychology program at the Graduate Center of CUNY. Ms. Hoch has published in the area of functional analysis and treatment of severe behavior problems, such as self-injury and aggression. Her clinical and research interests include reduction of challenging behavior and increasing play skills in children with autism. She consults with various families and school programs throughout the New York area.

Randy Horowitz, M.S.Ed., SAS Ms. Horowitz is the associate executive director of educational services at The Eden II Programs in Staten Island, New York. She has a master of science in education from Queens College and a certificate of school administration from the College of New Rochelle. Ms. Horowitz has presented at local, national and international conferences on topics relating to educating students with autism. Her particular areas of interest include preparing and supporting students with autism for integration into school and community activities. She serves on the Human Rights Committee for the Alpine Learning Group in New Jersey, as well as the Peer Review Committee for NSSA in New York.